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A New Philosophy of Education

Journal of EDUCATION

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A Word With Our Readers

IN THIS ISSUE, the Journal of Education presents the first chapter of "A New Philosophy of Education," by Dr. William A. McKeever. We believe you will wish to follow this outline closely, as it unfolds from week to week. The well-known educational psychologist of Topeka, Kansas, has some rather startling ideas. Has the time come for a complete revision of our educational concepts? You may not agree with Dr. McKeever, but you will find yourself stimulated by his articles.

The series on "American Public Schools," by our Editor-in-Chief, is attracting wide attention. No one else knows public education in this country as does A. E. Winship, and his current sketches are splendidly characteristic.

NEXT WEEK our pages will be thrown open to a discussion of the question:—

"Is There An Antidote for Jazz?"

Possibly you are a bit discouraged over the tendencies of the time—possibly you are not. At any rate, you will enjoy reading what other thoughtful observers think about "Jazz" and all it stands for—and perhaps you will wish to join in the debate—which isn't a debate either, but a frank setting forth of individual viewpoints.

Other topics of vital interest will be taken up in the near future in this newly-inaugurated Open Forum.

Readers have told us they never got so much of value from the Journal of Education as they did during the past year. We are determined to hold these gains and advance still further in the coming twelvemonth.

Yours for Progress,

THE PUBLISHERS

What the Bad Boy Told Me

By ARTHUR DEAN

Say, mister! I have to laugh when people talk about the bad boy. Just as if there were only one kind.

Why, man! There are lots of kinds.

There are as many kinds as there are boys who are bad.

Now there's the boy who is expected to be bad. He tries to live up to his reputation.

Then there's the boy who fails because he is expected to be so good that even angels couldn't keep up with him.

Let me tell you how it is. There's a lot of kinds of us.

There's Mike, he hasn't any home because his ma has to work. Home isn't only just a place to sleep. He isn't really bad at heart. But what's a fellow to do when he has to shift for himself?

There's Bill. He's batty in his head, so some folks say. Never was right, you know. He's got no sense of honor 'cause he has no brains to figure what's right.

There's Jim. He can't get along with teachers or anybody. You see he gets his way at home, and crossing him makes him sore.

There's Sam. He's too smart for his class. He orter be in high seventh and they put him in low sixth, so he's got time to fool.

There's Charlie. Now according to some folks he's really a bad egg. But I say there's good in them all if it can be found. Charlie steals. Can't you see he never had any bringing up? Big bunch in his family, everything laying around loose and everybody helping themselves to each other's stuff.

There's Ed. He just got out of reform school. Started in our truant school. Got into trouble later; put on probation; more trouble; more probation. Finally landed in reform school. Say, mister, that kid could have been saved!

Then there's "Scarface Hen." Poor fellow. Got cut in being thrown through a windshield and the scar made him self-conscious. Boys made fun of him. Called him "Scarface." He got to feeling that life was not worth living. Became tough in order to show that after all he was somebody. Now he's proud of his scars and the gang he bosses.

You professors talk about Problem Children. Why, bless your old hearts, we're all problems.

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Vicious Goodness

THERE is nothing so vicious as vicious goodness. We read accounts of burglaries, hold-ups and murders just long enough to see if a trusty or a paroled youngster is involved, as one or the other usually is.

A Boston lad was caught after he had burglarized hotels, stealing valuable jewels and much cash. He was a model boy at Thompson's Island, and was paroled for his goodness. He was soon caught in trouble and sent to an institution between Thompson's Island and jail, where, because of his goodness, he was paroled again, and while in his early teens was a notorious criminal. A famous case of escaping from prison in Boston was of a trusty whose goodness gave him almost absolute freedom.

Scarcely a day has passed in many months in which there was not reported some desperate deed by a paroled boy, by a trusty, or by one who had been helped to escape by a trusty whose goodness won the trusty privilege.

My interest in this phase of crime is due to an experience of a man who was devoting much of his time to the education of men in jails and prisons. A man had been in prison in Minnesota, South Dakota, and was in prison in North Dakota. He had a record of being the best prisoner ever in any of these institutions, but one of the worst criminals for a man who had never attempted to murder, and had never been caught with firearms or other dangerous weapons.

My acquaintance asked him why he couldn't be as good out of prison as in. "Of course I could, but it doesn't pay to be good out of prison, but it is the only thing that does pay in prison. I know the rules of parole in all states hereabouts. When I receive my sentence I mentally figure just when I can earn my parole and how many burglaries I can commit in the time I save by being good."

It is alarmingly vicious to have any prisoner think that he can get out of prison by being good. My acquaintance said: "We must educate criminals to be able to make a good, honest living, and must make them realize that a sentence means the full service of the sentence."

Practically every instance of embezzlement and defalcation reveals that the financial rascal has attained the opportunity to misuse funds by creating the impression that he was so good that he did not need to be watched.

We are not interested primarily in the effect upon criminals, but rather upon the home, and,

incidentally, upon the school. Every father knows that when a daughter, for instance, is specially loving, when she runs to meet him with unusual zeal, gets his slippers on the run, sits on the arm of his chair, and nestles down on his shoulder there is to be some request that he would not ordinarily grant. In the case of a son the chances are that he has done something that he should not have done, and he wants his father on his side.

Nothing is "good" that is done merely to be rewarded for being good. In the "good old days" some of the meanest men in a community, men who made their home a terror to the wife, boasted of the fact that they were ideally "good," because they never drank, never smoked, never did anything that was not "good."

A Wilmington Achievement

WILMINGTON, Delaware, under the superintendency of Clifford J. Scott, was reorganized with a seven-member Board of Education. Mr. Scott accepted the superintendency of East Orange, where he has been ever since. Dr. David A. Ward of West Virginia is the only superintendent under the reorganization, and few cities have made as great advance in so many directions: none has failed to be an important creation. The one which, so far as we know, is wholly new is the conference held on the Thursday and Friday before the opening of the schools in September. All principals, teachers and janitors are present. The teachers and janitor of each school have a session with the principal, and the superintendent communicates with them through an official circular everything that is to be new and important. There are always some new teachers in every school, and this is a rare opportunity for the faculty of each school to become school conscious in the atmosphere of the school in which they are to work.

The first day the mayor and members of the Board of Education are present and take an active part, and the second day there is a program in which, usually, all the addresses are by the spellbinders in the system, and rarely is any national program more valuable or brilliant than the principals and teachers present. This conference has been functioning for four years, and it has demonstrated its value so completely that it is universally popular. It is one of many notable achievements of Dr. David A. Ward under the direction of the reorganized school board.

Recognition of Services

SANTA Barbara public schools are clearly in the lead in official recognition of student achievements. For the purpose of creating interest among high school students in the choice of a life work and in preparation for it; for the purpose of stimulating graduates to excel in their chosen callings, to cultivate a closer fellowship among them, and to arouse a more devoted loyalty to the high school and the ideals for which it stands, the Board of Education established a body of rules and regulations for the purpose of giving graduates tangible evidence that their school retains a permanent and growing interest in their welfare and progress through life.

The plan received prompt attention from the Alumni Association, the Santa Barbara City Teachers' Club, the Kindergarten Club, the Parent-Teacher Associations, Parent-Teacher Association Council, and other civic bodies.

A central committee keeps on file a card catalog of graduates; directs the necessary correspondence; receives nominations of candidates for honor; verifies, supplements and tabulates the evidence, and in general is responsible for the administration of the project.

The plan is to recognize worthwhile achievements of graduates and reward such achievements in such manner as will be most effective in the promotion of greater loyalty to the school, better service to the public, and higher attainment of all graduates in whatever job or position they may fill.

This exceedingly suggestive plan for the improvement of high school spirit, personal efficiency and public service is the creation of Dr. Hart, of the Board of Education, who has had exceptional professional responsibility on the faculty of the Peru, Nebraska, State Teachers' College and the Massachusetts State Agricultural College.

Newspaper Enterprise

THE Dakota Farmer of South Dakota demonstrated its appreciation of the famous success of Cap E. Miller of the Agricultural College, Fargo, North Dakota, and executive secretary of the Farm Managers' Association of Minnesota and the Dakotas, by showing him South Dakota from end to end, from top to bottom. Beginning at Aberdeen, he was taken to Brookings, Sioux Falls, Vermilion, Yankton, Pierre, Rapid City, Bellefourche, and ended the crusade at the State Fair at Huron. By the Governor, and presidents of State University, Agricultural College, Yankton, and State Teachers' Colleges to important industrial plants Professor Miller was the recipient of deserved attention, and all this as the guest of the Dakota Farmer.

This unprecedented courtesy was in especial appreciation of Professor Miller's service as executive secretary of the Farm Managers' Association, which had a really wonderful excursion through North Dakota in July, participated in by more than a hundred leading farmers of the Dakotas and Minnesota, and editors of the important agricultural papers of the entire country.

American Public Schools

[*Fourth Article*]

By A. E. WINSHIP

The service that professionalism has rendered the American public school is neither understood nor appreciated. The public school condition today is as far from that of sixty years ago as a Pierce Arrow is from a two-wheel chaise, and professionalism is largely responsible for the transition.

There was never any prejudice more resistant against outside interference than were local communities in the North Atlantic States against yielding any authority.

The most hectic campaign of my life was in 1868, in Bridgewater, Massachusetts, in favor of having the care of the roads taken from local districts and placed in the hands of a township superintendent of streets.

Opposition to township control of schools was equally bitter. In the matter of roads a local road official would be elected by making a combination with influences in the district, parceling out the improvement of roads in front of property year by year during the term of service of the man elected.

The district school committee would sometimes agree to buy crooked, unmarketable wood for the school from one man in return for his support in the election, and would agree to hire the daughter of another man as teacher. Township school committee management was secured after a terrific contest.

As late as the eighties in Massachusetts a member of a township school committee wrote an applicant for a school that she could have the school if she would board with a given woman—his daughter-in-law—and pay a given price for board. This condition she accepted. When the teacher arrived she found the distance too great and the price more than she would have to pay near the school, and she changed. The member of the committee wanted the State Board of Education to declare her disqualified to teach because of lack of moral character, the immorality consisting of failure to keep a contract.

The only successful warfare against such selfishness and political interference with the efficiency of the schools was in professional training. This was Horace Mann's argument in the establishment of the first State Normal School in the New World.

Little by little professionalism advanced, slowly at first, and with little notable success until the seventies, when Francis W. Parker fought the State Normal Schools of that day for their traditionalism which he accused of obstructing professionalism.

Not until the twentieth century, when University Teachers' Colleges and Schools of Education established credits for professional courses and made degrees necessary for promotion, was it possible to eliminate political and traditional influence in many communities.

In the twentieth century professionalism developed fast, and in the last decade has spread rapidly until the country is generally professionalized.

Professionalism is largely responsible for the promotion of pension and retirement plans and already thousands of teachers are retired on account of age.

At first, since it applied to all teachers of seventy years of age or more, there were a vast number of retirements, which made way for a large number of professionally trained teachers at the bottom, but now and hereafter the retirement will be confined to the retirements in one year and will make a limited number of positions at the bottom.

Requiring retirement at seventy, and making a good pension sure for life thereafter, comparatively few retire before that age and regardless of efficiency all are retained until that age.

Higher salaries, tenure and retirement privilege conspire to attract many young people to professional courses, and the same privileges retain teachers and superintendents in the service. At the same time, outside attractive positions are fewer, and already there is in some states an oversupply of professionally trained teachers and administrators. This is liable to be true in every state.

One serious situation is a general impression that there are well-prepared teachers who would be glad to take the place of teachers in service at less salary than is being paid.

This is one of many factors contributing to an impression that schools are costing more than they need to cost, and those who are skilfully challenging the need of such large expenditures for schools are taking advantage of everything of this kind. This makes a real problem for the American public school.

The professionalists should take the lead in demonstrating their purpose and ability to eliminate everything that obstructs public devotion to the public school.

As a contribution to a clear understanding of the causes that have made and marred public school sentiment we will attempt in the succeeding chapters of this series to outline American public school history so that any teacher can visualize it for permanent service, so that any layman can see it so clearly that he will never forget it.

Belding's Page

MEXICO'S SCHOOLMASTER

PRESIDENT CALLES of Mexico has been asked to head a great educational movement—nothing less than the training of his fellow countrymen to use ballots in place of bullets. A school of politics with 15,000,000 people, many of them illiterate, as its student body, is rather a large idea. Violence and bloodshed have impressed upon some Mexicans, evidently, the need of learning a better way. And perhaps, before Mexico reaches the end of this plan, she will have taught a lesson to the United States. For while we have largely abandoned bullets over here, our citizens in general could profit from instruction in politics. Our learning process is a bit crude—no one can call our campaigns either ingenuously truthful or scientific. And as for the large number who do not vote at all, their dereliction cries aloud for an inspiring teacher.

President Calles has a background of teaching experience. This has been manifest in his enthusiasm for public education. It was evidenced again by his refusal to become a dictator, when his friends urged upon him the old argument that Mexico must go to pieces if left without a strong man at the helm. Spurning the crown, President Calles ventures to teach Mexico that it can and must work out its destinies through the processes of orderly self-government.

LEISURE

TRAINING for the enjoyment of leisure was one important aim of Greek civilization, which rested upon human slavery. Leisure did not trouble the rank and file of Americans greatly when the nation was young. Today, leisure is becoming a problem—its basis being not slavery but machinery. Through efficient organization and improved mechanisms, the need of human labor has been lessened. This means suffering to some, in the form of temporary unemployment and enforced readjustment. The wrench is all the harder because for many years now we have been trending toward specialization, getting ourselves into narrow grooves. We find it essential now to be able to turn from one occupation to another.

Allowing for whole industries and sections of industry which remain exceptions to the rule, the hours of labor have become fewer with the years, and as the demands for human hands and brain become less the length of the working day will become even shorter.

What, then, shall be done with the gift of leisure?

Obviously our educators will be unable to neglect this problem. Plans which depend for their value upon the theory that the child must be prepared for self-support primarily, must be enlarged to allow for cultural interests as well. It will not do to let the ancients surpass us in equipment for cultivated enjoyment of leisure. Nor will mere mechanical toys, such as we have in great abundance today, suffice in lieu of developed intellects.

LOFTY LEARNING

THE "skyscraper university" is with us. Pittsburgh has such an institution, its classrooms and laboratories mounting toward the heavens. The new medical unit of Northwestern rises to nineteen stories and is clustered with other structures which would startle old Mark Hopkins if he were to return and view them.

Where campus areas are limited, as in large cities, universities are forced to grow upward, if they would meet the increasing demand upon them for instruction. Student traditions and habits have to be readjusted to the third dimension. The tall buildings make student life an imitation of the life of the workaday world, if that is any help—which it probably isn't. It does not take long to learn the use of elevators after graduation. The charm of a campus which is spread out horizontally in two directions scarcely finds an adequate substitute in the vertical pile of masonry surmounted with a roof garden. Necessity, however, requires making the best of things. The skyscraper university is an interesting experiment, and one which may be carried on in many places before we are a hundred years older.

OFF TO A GOOD START

EACH year sees higher standards set by school officers in their work of organizing schools for the opening day. In thousands of schools, last month, pupils found everything in readiness for them on the first day. Schedules had been studied out to a nicety—in those higher schools where pupils move from room to room. Books and supplies were on hand. Teachers were ready to meet their classes and to start the year with definite, well-aimed procedure.

By way of contrast, a good many schools still exist which waste three to five days by reason of sloppy management. The boys and girls lose their initial zeal while waiting for the machinery to get going. Authorities who have been remiss this season will do well to resolve "Never again."

Anson W. Belding

Associate Editor.

A New Philosophy of Education

By DR. WM. A. McKEEVER, Director
Topeka, Kansas, School of Psychology

1.—THE NEW FOUNDATION—HUMAN NATURE

DURING the present century our entire educational structure has assumed the uncertain position of a sort of Leaning Tower of Pisa. It looms up big and bulky, but is constantly threatened with a fall. Evidently its foundation is insecure if not wrongly established, and evidently there is need of a new one.

What is there deep and abiding underneath that force called human nature? What is there that remains unchanged and permanent in the midst of peace, war, and the shifting scenes of human endeavor? What is there upon which science and art, and especially the philosophy of educational progress, might establish themselves and so contribute permanent satisfaction to the endless longing of the human spirit, wherever and however else it may be conditioned? I believe that we must seek to answer this inquiry in order to find a secure basis for any acceptable philosophy of education.

Deep beneath that which goes by the name of human behavior there is an eternal, instinctive urge, a four-department desire for expression, as will be explained. To be sure, there are numerous other minor desires, but all of these grow out or are differentiations of the four dominant human wishes. And the four departmental and unchanging desires, which tend to hold in a bond all human endeavor and to shape all human progress, are these:—

1. The Instinct for Play.—Trophism, impulse, instinct, desire, interest—these express with increasing significance the line of travel over which the human spirit everywhere moves in one of the four major departments of the unfolding personality. And the satisfaction of these urges gives permanence of direction and finality of purpose to the philosophy of education here being defined. How do infants, children, youths, adults, the aged members of common society seek and find satisfaction of the longing usually designated as play, amusement, leisure? How may the educational authorities, the guides and the guardians of the growing generation, supply the means and the instruments of such satisfaction?

In short, the final test of one major department of the completed personality is the extent to which its possessor has acquired through practice a harmonious leisure-time association with common humanity. Is his play life a perpetual awakening and refreshing of the soul? Is the curriculum, the subject matter of instruction, arranged first of all, to meet this deep and permanent requirement of human kind for wholesome and delightful leisure?

2. The Instinct for Industry.—To bring produce out of the soil, to manufacture the comforts and luxuries of life, to carry and transport from place to place the world's goods to buy and sell and effect exchanges of these commodities—these acts constitute a major part of the mighty drama of human endeavor throughout the earth. The awakening human spirit everywhere longs for its satisfaction through participation in this mammoth industrial enterprise.

Wherefore, we have here in this vast and endless industrial employment of the masses of mankind, the key to human power and to the permanent satisfaction of the soul of man. What methods and devices, what machinery and equipment, what forms of guidance and opportunity, will enable the young to merge their lives in a bond of achievement and a fellowship of participation in this second department of the great racial longing? Who will shape the course of study accordingly? What training practices first; and what class instruction as a support of such training, will finally merge every growing individual into the industrial consciousness of the race? How much and what kind of industry at each age of growth will best serve the needs of education rather than the needs of money and goods?

3. The Instinct for Friendship.—The third quarter section of the completed personality is constituted of its friendly relations to others. Social relations engage the masses everywhere, and the key to human satisfaction of all ages, grades and conditions of society may always be accurately measured by a test of such relations. To what extent has the individual learned to mingle on friendly terms with his fellows and finally with all classes and varieties of other personalities? To that extent there is wholeness, happiness, successful enterprise, in the character of the man or the woman.

The subject may seem old, but the point of view here urged is a distinctive departure in educational philosophy. That is, the instinct for sociability must be exploited and disciplined as such and for its own sake. The subject matter of instruction must be selected specifically for the purpose—especially during the age of youth, when the emotional-sexual desire for social relations is the dominant influence in behavior. Teach children to be friendly and teach youths how to find their way successfully through the story period of love dreams. At this second stage of education lifelong happiness is made or marred in proportion

as the individual succeeds with the art of courtship.

4. The Instinct for Worship.—The fourth great quarter section of the unfolded human consciousness is worship—the thoughts, the feelings, the inspiration, the faith of the individual when he reflects on the ultimate meaning of life and destiny. There is possible an advanced career of spiritual philosophy, with durable satisfactions to the individual, only in case he have the spiritual department of his consciousness worked out through testing and trial, through independent reflection and correction. Teach the young religion precisely as you would teach him horticulture; that is, have him study all the kinds and varieties and finally settle upon his choice—of the varieties of fruits or of the varieties of creeds.

Not literature, history, mathematics and science; but play, industry, sociability, religion—these are first in their demands upon the course of study and discipline; for they express the prior claims of the eternal and unchanging human nature. Doubtless the four old cultural subjects should remain and take their place in the curriculum with the modern and so-called practical subjects; but all the subjects of the course of study should be arranged to sustain and satisfy the four great complex instinctive tendencies.

We have offered play as fun and amusement; work as a means of producing goods and wealth; sociability as recreation and enjoyment; religion as a way of salvation from sin. But we have never attempted to offer these in their own right and as prior demands upon education and discipline. We have never assumed that the full and complete orientation of these major instinctive tendencies would bring the individual, and with him, society, to the most durable satisfactions. Such now is the thesis of this proposed "Outline of a New Philosophy of Education."

"School Days" for Mother and Dad

By MARGARET L. HANSEN

"School-days, school-days, dear old golden rule days,
Readin' and writin' and 'rithmetic
Taught to the tune of a hick'ry stick."

IT'S A FAR cry from the days of the little red schoolhouse to these days of modernly equipped buildings and classrooms; even the comfortable old square brick schoolhouse seems just within memory of man, or at least of the average parent. And the "hick'ry stick" has long since given way to Student Government control.

Susan and Willie used to depart for school with their shining morning faces and their capacious straw lunch baskets, to return at the end of the day with a sheaf of carefully marked and gold-starred spelling papers or arithmetic papers or language papers, and this, with the "last-day-of-school" exercises, constituted as much as old-fashioned parents knew of contact with their sons' and daughters' founts of learning.

Today the parents themselves go to school, follow the same schedule of classes, meet the same teachers, inspect the same equipment, even partake of the same menu in the cafeteria at the same prices as these sons and daughters and so acquaint themselves with the educational facilities and daily environment with which they are surrounded. At least there is one community—and the only one according to present information—where they do this.

At the La Jolla Junior and Senior High School one day during Education Week is set aside for this purpose, when following the close of the regular school day session the faculty and the entire working staff at the high school immediately repeat the day's schedule, only it is divided into shorter periods so as to finish in time for dinner in the cafeteria, followed by general assembly in the auditorium, when a good program is given and very worthwhile round-table discussions are led by heads of departments and educational experts on subjects pertinent to various phases of school and community activity.

To the parents of Susan and Willie responsibility and co-operation were confined to getting the children off for school regularly and on time, and in requiring a satisfactory report of their studies. In La Jolla this condition has been relegated to the past along with other ineffectual customs. When Sue and Bill dash off to school there these days Dad and Mother need not feel that it is to enter, temporarily, a totally unfamiliar world. If they chance to think of Sue at 10 o'clock they know she's in her history class—they know the teacher, they know the room, they know all the conditions under which she works. At 1 o'clock they think of Bill—down in the printing room, engaged at this particular time, perhaps, in helping to turn out the school paper—the Hi-Tide. And so it goes.

It's a fair guess that the parent who has once attended one of these go-to-school sessions can be relied on to co-operate with the school's best interests. Miss Moore and Mr. Haw and Mrs. Peterson and Principal Clarence Johnson know they've given the parents a chance—and they also know the courtesy is returned.

There is a live, vital, mutual interest established; there is desire on both sides to see that

Sue and Bill put forth their best efforts, and if for any reason results are unfavorable there is the friendliest and sincerest possible basis on which to remedy the difficulty. There is a kind of mental kinship which grows out of episodes like the following:—

Groups of parents—neighbors or friends, perhaps—are chatting here and there along the open corridors (this is an open-air school be it remembered) when an electric bell peals out, classroom doors swing open and the different teachers appear to greet with unassumed cordiality these adult pupils approaching eagerly the rooms indicated on the little printed schedules they have been given. The parents of Sue and Bill, with two to consult, torn by the conflicting desire to see everything together and not to miss anything, finally decide to alternate the classes.

They hurry to find Bill's geometery room, introduce themselves to the tall, smiling instructor, and are in turn introduced to those already assembled. Then follows a talk—a friendly discussion, rather—of the work being carried on in that subject, with special regard to the day's lesson. It is found that Bill is doing exceptionally well with his geometry and has been permitted to enter a class doing advanced work at a specially appointed time. Not a word of this at home from the reticent Bill. Dad glows with pride and decides this teacher is a mighty fine fellow! But the bell rings at this point and they must find Sue's history class.

Down the corridor and upstairs they continue, entering to find gathered there parents of most of Sue's crowd. Pleasant people, the Smiths. No wonder Sue likes the Blacks—they are nice folks. More interesting accounts, and again the bell rings.

This time, fortunately, Sue has a study period anyway, and they go to Bill's commercial geography class. They've heard so much about the "keen" times here that they're glad of the opportunity to judge for themselves of the merits presented. Small wonder!

"I had no idea they taught such things in the schools," remarks Bill's father as they leave the room. "Why it's the same sort of thing the Kiwanis Club advocates for the enlightenment of every earnest citizen in town."

"Yes, and the girls seem to be just as interested in it as the boys," replies Sue's mother, "because Sue's looking forward to having commercial geography next year. And the teacher certainly is nice."

Consulting the schedules once more they find the domestic science quarters to be the next scene of action. Very pleasurable surprise awaits them there and even Sue's father is impressed with the equipment provided.

"Why, a girl couldn't help but know how to sew with everything like this to work with! I believe I could learn, myself," he adds, a very pleasant twinkle in his eyes.

"And here are some of the things they've made, too; see, there's Sue's dress," exclaims Sue's mother, intently examining the work.

Many other garments are on display here, all beautifully made and carefully stitched and finished.

Now they inspect the cooking room; spotless white work-tables, sinks and ranges present a most inviting aspect. In the centre of the room the teacher is telling of that day's classes and the menus prepared. They are cordially greeted as they join the group, and later make themselves known.

"I'm so glad to have met you both," this teacher remarks as they leave. "You know Sue is one of the best-trained girls I have. She is so careful and conscientious and capable. I really enjoy working with her."

There is genuine satisfaction in finding out these things about one's children; in receiving first-hand opinions from those who are in a position to have opinions. And so, when presently the familiar bell announced the close of the final period, every parent feels that it has been all too brief and wishes this day of going to school might be repeated at much more frequent intervals.

In the cafeteria, where the wholesome, well-balanced menu prepared regularly for the students is offered the visitors, friend meets friend and teacher again meets parent, and the same spirit of mutual interest prevails.

Where is there more fertile ground than this from which to harvest future benefits for this young American of ours, this youth of the country on whose shoulders rests the responsibility of perpetuating the standards and ideals of that country?

There is scarcely a community now in all the length and breadth of the land but has its P. T. A. organization. What they are doing in La Jolla can be done anywhere. It doesn't require a great deal of arduous effort, but it does require enthusiasm, loyalty, and intelligent leadership.

There is a doctrine that is fundamental in American education. That is: that every child born in or adopted by this republic has by virtue of that fact, the right to have developed through education, whatever of talent he may possess without reference to the quality, quantity or type of that talent, under conditions favorable to such development; and that he should have assured to him the opportunity to go as far as his ability and ambition will permit in order that he may live his life more abundantly than he otherwise could.—Frank D. Boynton, President of the Department of Superintendence, National Education Association.

The Radcliffe Achievement

By A. E. WINSHIP

THE personality of an institution is as significant as that of a poet, artist, or statesman. Harvard, Yale, and Princeton are grouped in their scholastic standing because each has an academic achievement which has created a personality never attained by any other American educational institution.

More public schools are named for members of the faculty of Harvard University than for members of all other college faculties except Princeton, Yale, and William and Mary, and more than from any one of these colleges.

It is surpassingly interesting that women's colleges, late as was their creation, have a more notable personality than have the men's colleges which have been created since the recognition of the scholastic standing of women's colleges.

It is easy to see why Mount Holyoke College has a personality inherited from Mount Holyoke Seminary with the sacred halo of Mary Lyon; why Vassar has the personality of its famous birthright; why Wellesley will always have the advantage of the consecrated devotion of Henry F. Durant and the charming grace of Alice Freeman, and why Bryn Mawr has retained the academic ideals of its founder for forty years. But Radcliffe's educational and professional personality came through unprecedented experiences.

With nearly half a century without a professor or full-time president of its own, Radcliffe has developed a personality as interesting and important as has been created by any educational institution in the last half century.

Radcliffe's disadvantages have been utilized to its supreme advantage. No other women in college days have been exposed to the scholastic charm and wisdom of as many professors of world fame as have the students at Radcliffe. No other college women have earned graduate degrees in as academic and scientific atmosphere as that at Radcliffe.

At the commencement in 1928 sixty-four young women received the degree of Master of Arts, and eight received the degree of Doctor of Philosophy, and each of the seventy-two graduate degrees represented as broad scholarship and as high academic attainment in educational power and professional skill as that of any seventy-two graduate students of Harvard, Yale, or Princeton.

In the last academic year Radcliffe had three hundred and forty-one graduate students enrolled.

Of the eight women who received the degree of Doctor of Philosophy in June, three were New Englanders, three from the Pacific Coast, one from New York, and one from Europe.

Of the sixty-four who received the degree of Master of Arts, thirty-three were residents of Massachusetts, five of New York, four of Connecticut, four from Illinois, and four from Ohio, two each were from Pennsylvania and Iowa. There were also representatives from New Hampshire, Rhode Island, New Jersey, Maryland, Indiana, Virginia, West Virginia, Wisconsin, Colorado and Texas.

Of the three hundred and forty-one graduate students last year, eighty-three were Radcliffe graduates, and two hundred and fifty-eight received their bachelor degrees in other colleges in the United States and foreign countries.

Wellesley had thirty-four alumnae among the graduate students of Radcliffe; Vassar, twenty-one; Smith, twenty; Mt. Holyoke, sixteen; Bryn Mawr, fifteen; Boston University, twelve; Simmons and the University of Washington had seven each; University of Chicago, five; Brown and Oberlin, four each; there were two or three each from State Universities of California, Wisconsin, Illinois, Michigan and Minnesota, from Wheaton, Barnard, Colby, Tufts, Middlebury, Mills, Swarthmore Colleges; Vermont, Ohio Wesleyan, Northwestern, George Washington, and Stanford Universities.

There were also fifty-one other institutions represented by graduate students at Radcliffe last year: Alfred University, University of Arkansas, University of Atlanta, Beloit College, Bridgewater College, Butler College, Carleton College, Central College, Colorado College, University of Colorado, Connecticut College, Cornell, Denison University, University of Denver, DePauw University, Emmanuel College, Goucher College, Grinnell College, University of Kentucky, Lake Erie College, University of Maine, Massachusetts Agricultural College, Morningside College, New York University, University of North Dakota, Mount Union College, Occidental College, Ohio State University, Olivet College, College of Pacific, Park College, University of Pennsylvania, Pomona College, Reed College, Agnes Scott College, University of South Dakota, Southern Methodist University, State College of Washington, Sweet Briar College, Syracuse University, Teachers College, University of Texas, Trinity College of Washington, D.C., University of Vermont, Western Reserve University, Winthrop College and Wooster College.

It would not be easy to find a man's university with three hundred and forty-one graduate students in 1927-28 with as wide a range of clientele as Radcliffe enjoyed. We doubt if all other women's colleges in the United States combined had anything approaching this academic representation among their graduate students.

This is the Radcliffe personality which challenges the admiration of the world.

Radcliffe's graduate work ripened as naturally as fruit ever ripened in its season. Without advertising or propaganda college women in the Old World and in every section of the New World appreciated the flavor of Radcliffe's ripened scholarship, and the fascinating personality of Dean Briggs magnified the lure of the opportunities which the Harvard professors, the Widener Library, the matchless laboratories and the classical and scientific atmosphere possessed.

Method *versus* Technique

[*Second and Concluding Article*]

By FLORENCE M. BAKER
New York City

Procrustes was the most consistent believer in methods who has probably ever existed, though his field did not lie in the realm of pedagogy. It seems that he had a bed of certain dimensions and such of his guests who were too tall or too short for its proportions had to submit to having their legs cut off or stretched, as the case might be, until they fitted exactly into the bed. For this his name has rightly been anathema during the ages. However, it is possible that posterity has been rather unjust towards Procrustes, for even while all the accusations against him may be true, there must have been lots of people more fortunately endowed who could testify to having rested comfortably in the bed and had no cause to complain of his hospitality. So, too, methods while they crush a great many of the seekers after truth may be helpful to others. The great difference is that our modern Procrustes will point triumphantly to the survivors as examples of successful results and will draw a veil of silence over those who have succumbed. From whatever angle it is viewed, however, one principle seems to be self-evident—that the fact that the method did good to some people did not justify it sufficiently for the discomfort it caused others.

And it is bound to cause discomfort if it clashes with the pedagogical practices in its neighborhood, which it does in many cases. Some of these have already been mentioned. Another quite valuable feature of present-day education is content. The feeling has been for many years growing stronger that the body of knowledge is an essential factor of any study undertaken at regardless of the amount of mental discipline or other good things that may be obtained from it. A method is primarily concerned with how to teach and not what to teach. No matter how much interesting material is within reach only such subject-matter as fits in with the method can be used—naturally enough. But such material is often very poor in interest and of very little value for further use either in conversation or in literary studies.

It is true that material for beginners must be simple, but it has to be something more than word-juggling. If language is to be the expression of our thoughts we surely must have some small concept on which tc dwell. The requirements of an all-French method, however, make it pretty hard to do speaking and thinking too. New words cannot be translated, they must be shown to the pupil in picture form or they must have a definition in the foreign language. Very often the words which have to be used in the definition are more foreign than the original word. "Day" is thus explained, "that period of time in which the light of the sun is above the horizon."

A label which might cover several schools is the Back-to-Childhood method, for many of them tell us that the way to learn French is the way we learned English in our infancy. In the words of Paul Passy: "The simple fact that the baby learns his own language and could learn several others shows us that he possesses a good method, and we would do well to take him as our guide." With all due respect to said baby it would not be very hard to show that after two years with nothing to do all day but learn the language he has not accomplished as much as a High School student has with forty minutes five times a week and with a hundred other things to distract him. The art of learning one's own language "requires no intelligence on the part of the one who is learning it; on the contrary, the least intelligent often prove to be among the most successful adepts, notably very young children, idiots or barbarians of the lowest sort." This quotation is taken from one of the textbooks on language study. Granted that the statements made were correct, it would not prove that we could learn French now as we learned English when we were babies. It is impossible for the human being ,as it is for the race, to go back to primitive conditions and annul the happenings of years. "Consider the three-year-old child," they tell us. They usually give very scant consideration to him themselves, otherwise they would realize that the three-year-old child speaks his native tongue very inadequately, not inadequately for his own uses, of course, but in a very limited way when compared to the language of an adult or even a child ten years older. His vocabulary is small, and has to do chiefly with his very narrow immediate environment. He has few idioms. He cannot talk fluently on any subject, and his remarks are confined usually to more or less isolated sentences describing his own personal experiences. A

grown-up man equipped with the language of a three-year-old child would not be able to propose a vote of thanks at a Rotarian dinner, much less to earn his living. Nor would any conscientious teacher permit a high school or college student to talk the baby-talk or make all the errors of a three-year-old child. The vocabulary of the latter consists of only a very small number of words, and these are childish words, and will not serve to express the concepts of even an immature adult. Then, too, the thought processes of the baby and the student are very different. A baby learns by individual words, pointing out the objects and naming them. The student learns by phrases and sentences. He has long since learned to generalize. He advances by something more than constant repetition, otherwise he could never learn the various things that are demanded of him. With the best intentions he cannot learn as the little child does. If we tell this, however, to the advocates of the back-to-childhood method they will state that the obvious solution is to begin the language earlier. In other words, we must reorganize our education to convenience the method instead of scrapping the method because it did not fit in with our education.

It must be remembered that almost all the methods which are recommended to us so highly originated in Europe, and while we may copy, or improve on, other systems in European pedagogy, we cannot hope to duplicate the conditions under which languages are taught and learned. The high school in these countries contains more picked pupils; that is, pupils who are more intelligent than the average of the upper elementary grades or who have shown more than average success in academic work. The foreign language spoken in the classroom is frequently supplemented at home by practice with the parents or other members of the family. There is always the possibility of going to the country of that language for a summer vacation or even the three weeks of the Easter vacation, and interest is naturally greatly stimulated by that possibility. There is correspondence with students in the foreign country, and lastly there is the driving force of tradition, the feeling that foreign languages are a necessary part of one's education, one's very life. This means that there is a very ardent desire to learn the language and a willingness to take advantage of every opportunity offered. It is quite usual to hear two German boys speaking English or French together in order to practice. So that when a method, denuded of all the outside aids which it enjoys abroad, arrives in this country it is a somewhat bald affair from the very beginning.

But someone will ask: "Is it not possible to create a really good method that will satisfy all the requirements?" Such a thing may surely be possible, if it is desirable to go to all the trouble to get it. The criteria of a good method are not so numerous, but they are hard to attain. Obviously a good method must rest on the principles of present-day psychology. Its advantages must be supported by psychological reasoning and not by the personal opinions of the author.

Then, too, it must be possible to "sell" the method to the bulk of the teachers. The inventors frequently neglect this feature. They think it is simply necessary to appeal to the teachers to "try" their method. As a further stimulus they are reminded that co-operation is one of the most important qualities of a good teacher. In the pedagogical world we are often prone to condemn as unco-operative people who will not do what we want them to do. There is no very good reason why teachers should try a method unless they are convinced of its goodness, and it is not profitable to force them to do so, for they will not teach well where they are unconvinced. Still less should a method be tried out on students unless it can show a fair possibility of good results. A good teacher has, in addition to instructing her pupils, the duty of standing between them and useless experiment, whether that experiment be the work of propagandists out for civic betterment or educational faddists who are seeking a playground for their ideas. It is not hard to "sell" a method if it is good, for teachers are nowadays grounded in psychological principles and the advocate of the method has only to deliver his arguments from their own level. If it is scientifically constructed he can explain it in language which they can understand. If he cannot explain it there is no reason why any one should adopt it, as the age of faith is fast passing away in the educational world.

The claims of a good method must be reasonable. Its advocates should not guarantee anything that they are not sure of being able to accomplish, and by accomplish is meant getting results under average conditions. Under ideal conditions a method will of course have a better chance to succeed, but they are not to be found. In dwelling upon the infallibility of his method one author tells us: "All but one of the sixteen members of the class understood, and that member didn't attend." This, however good an explanation it may have been for that particular case, would have no great scientific value as an argument in favor of one system. This does not mean that a good method will be successful with all pupils, good and bad, intelligent and stupid, but it surely must show results with average pupils, and the way to show results brings us to perhaps the most important criterion of all—testing. The method must be capable of being measured by objective tests, and its advocates must be willing that it should be so tested. Better still, a well-worked method should include its own objective testing material, so that the values claimed for it can be really shown to be there.

When we have all these things we shall have a good method. None has as yet appeared, however, that has been able to secure the endorsement of any large body of psychologists or linguists. The "Report of the Committee of Twelve," a little volume, which in its day was the authority on the teaching of foreign languages, did not recommend any one method as best, and the study almost completed by the American Council of Education, the most elaborate inquiry into foreign language teaching that has been made in this country, goes on record as favoring no one method over the others, so that evidently we have not reached the ideal method yet, and we can get along very nicely without it. For it is possible that there is no ideal method at all and that the very best one, however efficient its results, would have a strangling effect on the teacher or the pupils. It serves to intensify one of the growing evils of our present educational system—the lack of personal touch between teacher and pupil. It is a machine that supplants the workman, but which may not have the efficiency of the commercial machine. It is a standardized process, but it will not turn out a standardized product. The only person to whom it is of direct benefit is the poor teacher, for it is probably true that armed with a method she can do better than she can without one. If she does not know how to prepare her lessons it is perhaps well to give her a book in which everything has been prepared for her. It is because there are fewer good teachers of French than bad ones that principals so frequently advocate methods.

The greater the number of good teachers, then, the fewer probably will be the number of methods, which seems to show that the solution for this problem—as for many others—is better training. Better training would mean not simply more knowledge of French but of the fundamentals of language study. It would make for less willingness to accept on faith and more demand for scientific experiment and sincere research. It would make for a higher standard of teaching and consequently more dignity in the French teacher's position. Coupled with this would be the demand for greater freedom so that the shackles of methodology would be removed, not by theorists from outside, but by the people on whom they weigh most heavily—the teachers themselves.

Would the World Be Better?

"If this whole world followed you—followed you to the letter—
Would it be a nobler world,
All deceit and falsehood hurled
From it altogether;
Malice, selfishness and lusts
Banished from beneath the crusts
Covering human hearts from view—
Would the world be better?"

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AT ALL DRUGGISTS

Traveling Through Tropical Isles

(Eighth Article)

By L. H. PUTNEY
Boston

Down the Spanish Main

"DOWN the Spanish Main!" What romantic thoughts these words suggest—haughty old Spanish *conquistadores,* treasure laden galleons, bloodthirsty pirates, lawless buccaneers and freebooters pass before us in rapid procession. But the strange thing about it all is that the Spanish Main really was not sea at all; instead, that portion of the South American littoral washed by the Caribbean. In a rough way it may be said to have extended from Trinidad to the Isthmus of Panama and to have included much of what is today Venezuela, Colombia, and the Republic of Panama. That it was once Spanish territory we have a constant reminder in the firm entrenchment of the Spanish language throughout the entire region.

The Spanish Main was made known to Europe by Columbus, who crossed over to it from Trinidad on his third voyage to the New World. Little came of this, however, and it was not until Balboa fifteen years later discovered the Pacific and gave to it the name "South Sea," because that part of it which he beheld—the Gulf of Miguel—apparently lay to the south, that the Spanish Main began to have real significance. With the conquest of the Incas by Pizarro it leaped into prominence, for to Porto Bello, the ruins of which are distant only two hours by steamer from the Atlantic end of the Pamama Canal, came the long pack trains, sometimes a hundred strong, loaded down with the wealth of Peru. And then thither hurried the Spanish galleons which had been lying at Cartagena, two hundred miles to the southeast, waiting patiently for the glad news. While the ships were being laden with the treasure which was to make the Spanish monarchs the richest in Christendom, under huge tents made of sails fairs were held for the exchange of goods —the first record of organized merchandising that the New World affords.

Although Porto Bello is now in ruins, thanks to the attacks of Morgan and Drake and other Englishmen who were not particular about the rights of nations, and is largely hidden by the tropical jungle, we can still quench our thirst at the old wells on top of the fortifications at Cartagena, and visit the building where the Inquisition held sway in this part of America. We can also tread the silent passages of the old Augustinian monastery perched on the summit of that peculiar-shaped eminence back of the town to which was given the name *La Popa,* because of its resemblance to the poop of a ship. If our imagination be good, perhaps we can see the old Spanish sailors making obeisance to it and offering a prayer of thanks as soon as its outline appeared above the sky line.

That Cartagena should have survived, while Porto Bello and the scarcely less famous Nombre de Dios, where Sir Francis Drake finally met his death, much to the relief of all Spanish America, are now only memories, is due to its peculiarly secure position. Although built on the beach at the head of a narrow sandy spit, it was protected from any attacks from the sea by formidable reefs; indeed, the only approach to the place was through two very narrow *bocas* or mouths, which led into a lake forming a sort of back harbor. Eventually one of these bocas was closed by sinking some vessels in it, and the other was strongly fortified by two old forts that are still in very good state of preservation.

In one respect the Spanish Main is much the same throughout its entire length. It consists of a very narrow coastal plain at the foot of a long range of high mountains, which rise to over seventeen thousand feet in the *Sierra Nevada de Santa Marta,* a spur as it were of the northern Andes, and then drop down to only a few hundred feet where the Panama Canal cuts the Continental Divide. So close do these mountains come down to the sea that although the busy Venezuelan port of La Guaira is only five miles as the crow flies from Caracas, the capital, thanks to them one must travel over twenty-five miles to reach it, and incidentally climb some four thousand feet. For the tourist, however, the trip is well worth while, for coming down the view is one of the most beautiful we know. For almost an hour before we reach them, we can glimpse the sky-blue waters of the Caribbean, fringed by stately palms dipping their heads in the afternoon breeze, and see the broad outline of our ship lying majestically at the pier awaiting our return.

This mountain barrier is cut by only one important river—the Magdalena—which serves as the principal artery of commerce for the entire rich plateau of central Colombia. Because its mouths are now closed to large vessels by sand bars, the steamers discharge their passengers and freight at Puerto Colombia, one of the nastiest and hottest places in all the world, and thence everybody and everything is carried by rail to Barranquilla, a thriving city of 70,000 inhabitants twenty-five miles away. Barranquilla is the terminus of most

of the big paddle-wheel steamboats which ply the lower Magdalena. If all goes well, that is, if one's boat does not run on a sandbar or snag, it takes ten days to go from there to Girardot, the head of navigation, but to do this means making a portage by rail and transshipping to a smaller vessel. At Girardot there is a narrow-gauge railway—which after an all-day climb finally reaches the plateau where Bogota, the capital, is situated; and then, with one more change—this time to a wide gauge train—as the shades of night are falling, takes us to our destination. We rejoice to say, however, that this monopoly of some of the most independent river captains in the world has been invaded by the airplane, and that it is now possible to travel easily and expeditiously from Barranquilla to Bogota and the other cities of central Colombia. Just what a boon this is proving may be appreciated when we tell you that in the past many a passenger has deliberately been poisoned on the boats by bad food so as to make it possible for local doctors to gouge him.

It is interesting to observe the kinds of freight that the different ships discharge in the ports of the Spanish Main. From the United States come flour and grain in huge quantities and many automobiles. One thing which always surprises a stranger is the fact that most of these cars are the high-priced makes. The reason for this is the lack of any middle-class to demand low-priced cars. From Germany, in constantly increasing quantities, come manufactured goods of every kind. Now and then a cargo will reveal some trade secret, as when our ship loaded hundreds of bags of cacao in Venezuela to be carried to Colombia for shipment five hundred miles up the Magdalena, where it would be re-sacked and sold as Colombian cacao. An explanation of this peculiar business lay in the fact that at the moment Colombian cacao happened to be considerably higher in price than Venezuelan.

Nowhere along the Spanish Main are Americans as a class popular, although there are plenty of individual exceptions. Colombia showed her feelings by refusing to declare war against Germany after the United States did this in 1917. In the presidential campaign now going on in Panama there is such an undercurrent of dislike for our country that the supporters of the pro-American anti-government candidate insist unless the United States authorities supervise the elections they will have no chance to win. Only the other day the opposition newspapers came out with a story that the *Banco Nacional* was unsound, and almost simultaneously a loan that the government had negotiated with New York bankers fell through, all of which tends to complicate the situation still more.

[To be continued.]

South Dakota

["South Dakota Geography." Descriptive, Physical, Commercial and Political. By Loren G. Atherton, University High School of the University of South Dakota, Vermilion, and Nora M. Atherton. Cloth. 8 by 10 inches. Published by J. Fred Olander Company, Pierre, South Dakota.]

THERE is no state in the Union that has not a distinct tradition and physical, historical and social personality, and it is a civic as well as educational crime to allow any child in any school in the United States not to visualize the personality of every state so vividly that it will never be effaced.

There is slight hope that that will ever be achieved, but it should be feasible to have every teacher of the geography of every state to be so familiar with the personality of every state as to be fascinated with it when teaching about it.

If that is an unreasonable anticipation it certainly is not unreasonable to insist that every teacher in every state should be able to give all children in her class a genuine thrill of pride in their state.

The tragedy of American life is the prevalence of the habit of thinking of the "better country" somewhere else. California's prosperity is unrivaled from any standpoint largely because every Californian believes in his state and wants everyone to know that he believes in California.

"The Land of the Dacotahs" has a catchy sound, and is developing a love for both North and South Dakota. North Dakota was one of the first states to have a school history and geography for universal use in the schools, and "The Beauty Spots of North Dakota" radiated love and pride among her people, and the "Farm Management of North Dakota" is stimulating agricultural prosperity marvelously.

South Dakota has as distinct a personality as has any state in the Union in proportion to her age. The state owes more than will ever be adequately appreciated that it has such intelligent and ardent appreciation as is being demonstrated by Loren G. and Nora M. Atherton, who have created "A History of South Dakota," "A Geography of South Dakota," and "The Birds of South Dakota," each of which carries a thrill of pride to all children who live with these books in their school days.

We appreciate this especially because we have known South Dakota intimately from the time when Yankton College was in swaddling clothes, and when the State University was in the birth throes of troublesome experiences. There has been no year since statehood was attained in which we have not been directly interested in its development, and there is no county in the state with which we are not acquainted.

This experience accounts in part for our appreciation of the notable service that Professor and Mrs. Atherton are rendering the state.

School Problems

Edited by a School Executive

Steer clear of assumptions in education. This is the age of scientific inquiry.

170. What can we do about so many special days? Sometimes I wonder when we are going to teach. (New York.)

As I read your question I, too, see the regular program of reading, writing, and geography slashed into with a day out for this and another out for that, to say nothing of special exercises in school to observe great events in the growth of our civilization, and before the question, "What can we do about it" comes to my mind, the questions, "Are they worth while?" "How many are worth while?" and "How can you tell which are worth celebrating?"

The primary purpose of celebrating any special day, whether it be a hero's birthday or armistice day, is to get inspiration for better living. Now the whole purpose of teaching as I see it is better living, which brings it down to the point of which is going to contribute more to the child's welfare, the routine work or special day observance.

I quite agree with the teacher who constantly keeps her eye on the tool subjects. The child must have time to get them, and beyond a sensible point special occasions must make no inroads. But on the other hand special days are a part of real life and serve as an excellent opportunity to teach the social studies. When the law or authorities leave us any choice in the matter, a good question to ask is "By which will the pupil profit more?" and be sure to take your eye off your pet subject and look ahead at real life for that little human being as you find the answer.

After all let this thought comfort you when your program is interrupted by special occasions that seem to you of questionable value. The child must learn to live in just such a world, a world that jostles, wastes and adjusts, and what we lose today we must try to make up tomorrow if we are to keep ahead of the game. School is the place to begin to practice real living in so far as an artificial set-up will permit, and special days are all a part of it.

171. Is the intelligent parent of today really concerned with the education of his children? (Wis.)

Yes, I think he is, but he doesn't always define education as we do. He is not always as much concerned with scholarship as he is with personality, especially if his child is a girl. He may not be so strong for grammar and arithmetic as he is for the fine arts. And I am not so sure but he may be right. To fire the imagination is much more important than to drill in any mechanics. To inspire the will to work is vastly more useful than any particular line of knowledge. He has a very different slant on education than we school people have, and it behooves us to get that slant as well as our own. On the other hand we have the experience of the great school world and the wealth of social experience as found in books. It is our duty as we check up on use to see that our boys and girls get all of this, too. Yes, the intelligent parent is concerned, but he doesn't always see it as we do. We need to pool and sift together.

172. I have been holding conferences with teachers lately, and am wondering why I make so little headway. What do you think are the most important points to keep in mind?

If your conferences are with groups of teachers be sure the needs you are trying to meet are common ones. Don't try to remedy particular or individual difficulties in a teachers' meeting. So many times I have heard teachers say: "For mercy's sake why doesn't he tell this to the people that need it? Why take my valuable time?" and they were right. It is so much easier to voice an unpleasant criticism in a general way that we are tempted to do it in general meeting or large conference when it really only hits a few.

When having an individual conference the first thing to get across is your desire to understand his viewpoint. In other words always get the teacher's side of the story first before airing your own views.

In either case the most important thing to do is to focus on the future, and not the past. That is the dangerous spot where misunderstandings arise and feelings are hurt. Dwell little on the past, as the small boy says: "Where do we go from here?"

173. What do you consider the greatest need in education in this country today? (Cal.)

A great, nationally supported public source of educational research such as proposed in the Education Bill.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Spider That Lives Under Water

Good morning, girls and boys:—

I notice the net of the spider that lives between the two reeds has another fly in it this morning. I wonder how many flies that old spider eats up in the course of a year. Today I want to tell you about a wonderful spider that lives under water. You know, of course, that the spider is an air-breathing insect. How then can he live under water? Just trust the spider to solve a little trouble like that. What would be a terrible problem for you or me is no problem at all for the wise old spider.

When this spider wants a home he dives under the water and finds a proper twig sticking up from the bottom of the pond. He weaves a strong thread to it and then makes a bell-shaped nest out of silk that is woven together so closely that it is air-tight. The strong thread holds the nest firmly attached to the stick so that the current can not carry it away. The opening in the nest faces the bottom of the pond.

When the nest is finished it is, of course, full of water. The spider wants it full of air. How do you suppose he gets rid of the water and replaces it with air? How would you do such a difficult thing near the bottom of a pond?

Well, the spider has a very hairy body. When he wants to get rid of the water he goes to the surface of the pond and entangles a bubble of air in the hairs underneath his body, then he folds his forelegs over the bubble and sinks down to the nest carrying the bubble with him. He swims under the opening of the nest and turns over and lets go of the air bubble. Of course the air rises to the top of the nest and drives out just so much water. It takes only about fifteen trips to fill the nest with air.

Do you think you could be as clever as that?

Goodbye. Make this a very profitable day in school.

Uncle Jed.

A Garden Inventor

We are used to speaking of men and women as the only inventors. We look about us in the world and see the various machines that mankind has made and point to them as evidence of man's power to think.

Not long ago I was talking to a friend who has charge of the shipping of goods from a great candy factory. He showed me the picture of a spiral shute down which the boxes of candy slide from the floors above to the loading platform beside the waiting cars.

"It saves all elevator costs," he said, "and, at the same time, places the goods just where we want them without delay."

I was working in my garden, today, making a bed for tiger lily bulbs. When the bed was finished I walked over to a tall tiger lily plant whose dozens of little black seed bulbs sat perched like small round stones in the crotches made by the leaves against the main stem.

Accidentally, my hand struck the tall lily plant. To my amazement, as the stem swayed back and forth, the little round seed balls started one after the other from their cozy perches and rolled swiftly down the trough-like leaves, gathering speed as they went, until, when they reached the leaf tips, they shot off into space and went tumbling and bounding in a dozen directions through the garden. Not a seed was left for me to pick.

"Now I understand," I said to myself, "why the tiger lily plant has such long, trough-like leaves. I have often admired their slim downward-curving beauty, but I thought they were just leaves which the plant bore for the purpose of breathing. Wonder of wonders! They serve another and even mightier purpose. They are the slides invented by the plant to carry its precious seeds far off from the parent stem. How beautifully does Nature mingle the lovely with the useful! How deep are her designs! How all-knowing the Mind that has created them!

Anchors

A boy once went rowing on a big lake. Near the middle he anchored and started to fish. Not long afterwards a storm cloud appeared in the west and grew so rapidly into thunder heads that the boy grew frightened and, picking up his oars, began to row frantically towards land. The boy was strong and willing and very much afraid; the oars churned the water into foam, but the anchor, dragging in the mud of the lake bottom, held back the boat so that the boy made little progress.

The storm gathered with a darkening of the whole sky; people, on the shore, shouted to the boy to hurry and, seeing the flash of his oars, wondered at the slowness with which he moved. At last the boy's father appeared and, jumping into another boat, rowed swiftly out through the troubled waters of the lake. When he neared his son the father saw the taut anchor rope.

"Your anchor holds you," he cried. "Pull up your anchor!" When the boy tried to draw in the anchor a wave struck the boat broadside and overturned it. Had it not been for the boy's father he would have drowned.

That night as the boy sat looking into the cheerful fire in the big living-room his father said:—

"I have been thinking, my son, that that anchor of yours is very much like an evil habit. How firmly it held you to the black mud of the lake bottom; how it retarded your progress, tiring you out and giving the storm every opportunity to overtake you. All the strength of your arms helped you little against the drag of that small iron anchor clinging to the mud beneath your boat.

"What a wise youth he is who understands this, who sees himself embarked on a wonderful journey, with the uplifting water of life beneath and the everlasting stars of truth overhead to guide his course; who drops no iron anchors into the depths to hold him back, whose arms are strong and whose oars are sound and whose spirit is full of the brightness and sweetness of the open day."

Counting on Your Toes

In far-off Mesopotamia an explorer once came upon a boy in a native village who said he could count. The explorer was astonished, for among all the grown people he had found none who had any idea of what numbers mean.

"If you can count to twenty," said the explorer, "I shall give you a penny." The boy started. He first used the fingers of his left hand and then the fingers of his right, then he sat down and took off his shoes and completed the twenty on his ten toes.

You may laugh at this poor native youngster if you please. I laughed myself, but sometimes I wonder, as I walk among you girls and boys of America, the land of learning and opportunity, why some of you have never thought of taking off *your* shoes when you count. I see you use your fingers; I see you tap on the desks; I see you

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move your lips; I see you make little lines on your sheets; I see you bob your heads and beat up the numbers with your feet. Many of you are doing, in this way, exactly what the little boy of Ur did when he took off his shoes and counted on his toes.

The Kingdom of God

O world invisible, we view thee,
O world intangible, we touch thee,
O world unknowable, we know thee,
Inapprehensible, we clutch thee!

Does the fish soar to find the ocean,
The eagle plunge to find the air—
That we ask of the stars in motion
If they have rumor of thee there?

Not where the wheeling systems darken,
And our benumbed conceiving soars!
The drift of pinions, would we harken,
Beats at our own clay-shuttered doors.

The angels keep their ancient places;—
Turn but a stone and start a wing!
'Tis ye, 'tis your estranged faces,
That miss this many-splendored thing.

—Francis Thompson.

When Francis Thompson wrote this beautiful poem he did not expect that it would be read to boys and girls. Because it is so very beautiful and so rich in wonderful lines I am going to reword it so that all may understand.

The kingdom of God is all about us; we cannot see it, yet it is ever before our eyes; we cannot touch it with these fingers of ours and yet there is not a moment when we do not feel it about us; we cannot know its mysteries and yet our soul is satisfied that it exists; we cannot enter into the glory of it and yet we hug the thought of it to our hearts. As the ocean is everywhere about the fish and the air about the eagle soaring on its silent wings—so is heaven about us. We need ask no one whether he has heard a rumor that God exists. How foolish we all are! Not afar off in space, so far away that our minds cannot make the journey, do we find the drift of the Almighty Wings, but here, on this earth, in our own minds and hearts.

The angels keep their ancient places. Things do not change with God. The flower, the bird, even the stone is His message to us, telling us that He lives. The fault is never with the Perfect One. It is we who turn our faces to one side, and "miss this many-splendored thing."

Co-operation

Two fool jackasses—say, get this dope—
Were tied together with a piece of rope.
Said one to other: "You come my way,
While I take a nibble from this new-mown hay."
"I won't," said the other. "You come with me,
For I, too, have some hay, you see."
So they got nowhere, just pawed up dirt,
And oh, by golly! that rope did hurt.
Then they faced about, these stubborn mules,
And said: "We're acting like human fools!
"Let's pull together. I'll go your way,
Then come with me and we'll both eat hay."
Well, they ate their hay, and they liked it, too,
And swore to be comrades good and true.
As the sun went down they were heard to bray:
"Ah! this is the end of a perfect day!"

—Exchange.

SUPPLEMENTAL READING

FOR EVERY GRADE AND EVERY MONTH

Child Life
- Circus Fun (1-2)
- Billy Boy's Book (1)
- Work and Play (1)
- Busy Folk (1)
- Jörli, by Spyri (4-5)
- Children's Own Book (1-2)

Our Great Outdoors
- Pine Tree Playmates (1-2)
- National Parks, 2 books (6-7-8)
- Science Readers, 4 books (grades 3-4-5-6-7)

Community Life
- Lend a Hand (2-3)
- Neighbors, geographical (3-4)
- Working Together (4-5)
- Opportunity (6-7)
- Achievement (7-8)

Our Country
- Talks About Our Country (3-4)
- American History Plays (4-5)
- Our Old World Beginnings (5-6)
- The Indians Today (5-6)
- Citizenship Plays (6-7)

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EDUCATION IN ACTION

Educators Yield To Idaho Citizens

Plain citizens of Idaho were placed ahead of the educators, official representatives of other institutions of higher education, at the inauguration of Dr. Frederick J. Kelly as president of the University of Idaho at Moscow. Instead of an academic event for a few selected educators, bringing formal greetings from other institutions, it was developed as an affair primarily for the people of Idaho. This type of inauguration was planned by the State Board of Education at the suggestion of Dr. Kelly, for the last five years dean of administration at the University of Minnesota. A state-wide committee went into every community and prepared a list of approximately 4,000 names. Every community, no matter how small, contributed at least one name. Several hundred attended the inauguration, representing all phases of the state's business, civic and industrial life.

School Principals' Course Is Planned

Courses in professional training for prospective elementary school principals will be given this winter by the graduate school of Boston College, according to an announcement by its dean, the Rev. John B. Creeden, S. J., former president of Georgetown University. The lectures and classes will be held at the Boston College high school. The courses will be conducted by Dr. John A. Ceconi, director of the school hygiene of the Boston public schools; John C. Riley, master of the Dearborn school district; Miss Teresa R. Flaherty, primary supervisor; Miss Katherine C. McDonnell, master Christopher Gibson school district, and Miss Katherine C. Coveney, assistant director special classes, Boston public schools.

Too Many Teachers For Jobs in Prussia

Nearly 300,000 male and female Prussian school teachers are vainly looking for permanent positions, according to a report published by the German Ministry of Education. The total number of teachers in the State is 108,813, while the number of applicants for employment is 290,587, or 27.2 applicants for every position becoming vacant at the present rate. Nearly seventy-five per cent. of these teachers seeking jobs have no hope of finding steady employment for some years. Of the applicants 12,377 are now temporarily employed as assistant teachers while 16,710 have no work and thousands of others are earning a living as best they can.

Campaign Badges Taboo for Teachers

Fearing the intrusion of politics into the classrooms the Boston school committee recently voted that teachers must not wear political badges or buttons favoring presidential candidates in this campaign or in any other future election. The motion was presented by School Committeeman Edward M. Sullivan, who said that he thought it was poor taste on the part of a teacher to display her choice for President before children in the classrooms.

Public School More Popular

The percentage of pupils in public schools in the United States, as compared to private schools, is steadily increasing, according to the Bureau of Education. Latest figures show that about ninety-two per cent. of elementary pupils are now in public schools, while eighty-nine per cent. were in such institutions a generation ago. Sixty per cent. of the pupils in secondary schools attended institutions supported by the public in 1890, while ninety-one per cent. of such pupils attended public schools in 1926. Where thirteen per cent. of college students attended institutions supported by the public in 1890, thirty-six per cent. now attend institutions so supported. Attendance at colleges and universities increased 529 per cent. in the thirty-six years following 1890. Even more striking was the increase in attendance at high schools which had more than ten pupils in 1926, where they had one in 1890. The increase here was about 1,055 per cent.

Girls "Boss" Boys In British Schools

Interviewed on his retirement, after fifty-one years of school work, Ernest G. Holland, one of London's headmasters, says that one of the most astonishing changes that has occurred in his experience is that girls now "boss the boys." "Fifty years ago," Mr. Holland says, "and ever since, until recently, it has always been the boys who have dominated school life. Now everything is the other way, and the girls are aggressive and dominating." Mr. Holland is convinced that feminine fashions have a great deal to do with this change in outlook. "In the old days," he says, "girls were hampered by their clothes. They wore disproportionately long skirts, had long, ridiculous hair in heavy plaits, and had to affect an exaggerated shyness and modesty. Look at them now!" He thinks that if men want to be as independent as women they will have to follow their lead in dress. "Men's clothes," he says, "are as absurd as women's were thirty years ago."

Vote Contest Open to Schools

Rules for two national essay contests on the subject, "Why Should I Vote?" have just been announced by Mrs. John C. Pearson, chairman of the Department of American Citizenship of the General Federation of Women's Clubs. One contest is open to high school students and one to students of colleges and universities. Three national prizes are to be awarded for each contest—a first prize of $250, a second prize of $150 and a third of $100. The prizes are offered by John Hays Hammond of the National Civic Federation. The two contests have for their purpose "the development of interest in the privileges and responsibility of the ballot," Mrs. Pearson said. Complete information may be obtained at headquarters in Washington.

Adult Education Service Promoted

A thousand organizations of Cleveland have been asked by the Adult Education Association to make a place on their yearly programs for some adult education. The association offers 142 subjects which can be taken up by adults with capable instructors. Teachers and speakers will be provided organizations asking for them in their adult education endeavors, Miss Mildred Chadsey, director, has announced. A program service is maintained for that work. The Adult Education Association promotes neighborhood and city-wide institutes, the best known of which are the annual foreign affairs institutes.

Schools Closed During Harvest

Because of the heavy potato crop in Upper Berks and Lower Lehigh county, the Lehigh, Penn., potato belt, a week's special vacation was ordered in some of the schools of the district's townships to permit children to help their parents in picking potatoes.

Greenfield Rules On Married Teachers

In the employment of women teachers in Greenfield, Mass., preference will be given to unmarried women, according to a ruling adopted by the School Committee. The committee also voted that the marriage of any woman teacher during service shall automatically act as a resignation. The right was reserved, however, to employ married teachers, if in the opinion of the school authorities this would be in the best interest of the schools.

College Work Test For Man

The degree of success a college student will attain after commencement may be almost infallibly predicted from the scholarship records he establishes while a student, according to advice issued by Dr. W. W. Campbell, president of the University of California. Recent surveys indicate, declared Dr. Campbell, that nine-tenths of those college students who later became pre-eminently successful were in the top tenth, in scholarship marks, while in college. The vast majority of those who attained any worthwhile success were in the top third. A disappointingly small percentage of those in the middle third attained any measure of success, and practically none of those in the lowest third were successful. "More and more of those in charge of high class business are asking about the scholarship records of college graduates whom they are thinking of employing," was Dr. Campbell's final admonition.

School Boards Becoming Smaller

Material reductions in the size of boards of education in the largest cities of the United States have been made within recent years, as shown by a study of certain practices in city school administration by W. S. Deffenbaugh, chief city schools division of the Bureau of Education. Few authorities on school administration favor a board of education of more than nine members; the average number is 7.8. Only 14.3 per cent. of cities of 100,000 or more population and 13.7 per cent. of cities of 30,000 to 100,000 population reporting have boards of education exceeding nine members.

Masons Increase Scholarships

Scholarships awarded annually by the Supreme Council, thirty-third degree, Ancient Accepted Scottish Rite, northern jurisdiction, will be increased during the coming year from thirty to forty-five, and $26,200 was appropriated for the purpose at the closing session of the 116th annual meeting held at Atlantic City. Additional expenditures along similar lines also will be made by subordinate Masonic bodies. It was agreed among those in attendance from the jurisdiction, which includes fifteen states, that $38,000 would be expended for educational purposes next year. Dr. F. W. Hamilton of Boston, formerly president of Tufts College, is chairman of the Educational Committee, which reported that the council now had students of both sexes in twenty-eight universities and schools.

More Teachers Than Jobs Available

The saturation point has apparently been reached in the teaching profession in Massachusetts. At least 1,000 young women and men who have prepared for school work find themselves without employment. Officials at the State House and at Boston public school headquarters acknowledge that there are more candidates for teaching positions than they can place. The increased salaries offered teachers since the World War and the increase in normal students are reasons for this surplus, according to Frank W. Wright, deputy commissioner of education. Mr. Wright said that more rigid entrance requirements for normal schools and the present overabundance of teachers without positions probably will do away with this condition.

Physical Education Teachers in Missouri

More than 600 teachers of physical education are employed full or part-time in Missouri. The American Legion, Rotary Clubs, and other organizations are co-operating in promoting physical education and in providing larger areas for indoor and outdoor activities.

Medical Tests In Forty-two States

Forty-two states have medical inspection laws of some kind. In sixteen of the states medical examination is mandatory for pupils in all school districts. Examinations are given in twenty-three states by specially trained persons—physicians or nurses, physical directors, dentists, or some combination of these. In thirteen states examinations may be given by the teacher; in two states by the superintendent, principal or teacher.

Map J172r New England

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THE ARLO BOOKS

Two or three years ago Superintendent F. W. Jackson spoke before a professional conference on the use of the narrative in teaching history. Nothing at the conference made a deeper impression. Urged on by professional people, who wanted just such material for school use, Mr. Jackson has written a book, THE HISTORY HOUR, for the use of teachers who are eager to interest and inspire pupils with history as a vital subject.

THE HISTORY HOUR is so simple and clear that inexperienced teachers can understand and use it with unquestioned success. It is a pleasure to call attention to a book so valuable to school people, especially to those who must teach without professional subject training or the supervision of specialists. At present Mr. Jackson is distributing the book from Madison, N. H., where correspondence should be directed.

P. S. The Arlo Books are spreading faster than ever this fall.

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

"Teachers' Pets" Get Scolding From Il Duce

A death blow to "teachers' pets" and "mothers' boys" has been dealt by the highest authority in the Fascist Party. As a consequence the end of term examinations in the high schools and universities of Italy, the results of which are just being sent out to anxious parents and students, have been conducted on a strictly merit basis. Hitherto it had been the practice, it seems, for people "higher up" to write letters of recommendation to certain examiners, asking that certain students well connected with the Fascist regime's hierarchy be given a helping boost or that their faulty conjugation of Latin verbs be benignantly overlooked for the sake of their parents' connections. Benito Mussolini, who as a poor boy had to fight for an education, dictated an order which said in part: "The party secretary forbids all its members to write such letters, no matter on whose behalf, or to take any stock in them once they receive any of them."

Urge Business Training For Commercial Teachers

An "awakening" in commercial education regarding the importance of training is reported by the Bureau of Education. Inadequate preparation of commercial teachers has been the chief reason for the failure to apply with dispatch the findings of research. The Bureau approves the tendency shown in some states toward requiring actual business experience of prospective teachers. Recent developments in commercial education of the secondary schools have emphasized the urgent need for improvements in teacher training to keep pace with and make possible further progress in development of local programs. As the statistical data are accumulated indicating what is wanted from commercial education, the teacher-training curriculum should be revised accordingly.

Boxer Fund Aids Chinese

Nearly forty colleges and universities throughout the United States will have Chinese students among their undergraduates this year under the Boxer indemnity fund, which has brought Chinese young men and women to American institutions for fifteen years. The Boxer students, 130 strong, passed through San Francisco recently on their way to various seats of learning. They are said to be the pick of all China in scholastic attainments, having been chosen through competitive examinations at Tsing Hau School in Peking.

TREND OF THE TIMES

BUSINESS MEN of today apparently depend largely on efficient stenographers for spelling correctness. In a "spelling bee" in the Kiwanis Club at Savannah, Ga., simple words such as "usable," "dependable," "visitor" and "autumn" proved puzzlers for the "boosters" right and left. "Innuendo" felled one of the two survivors.

FIFTY-ONE NATIONS have now adhered to the Pact of Paris renouncing war or else have signified their intention to adhere, Frank B. Kellogg, Secretary of State, has announced, following the receipt of a note from Mexico expressing its intention to sign the treaty. Since the membership of the League of Nations totals only fifty-four members, this means that most of the important nations of the world have now announced themselves in favor of the anti-war treaty.

PALESTINE will henceforth celebrate three official New Year holidays annually under a recent government decree. There is the Mahometan New Year which usually occurs in June or July, the Jewish New Year, in September or October, and January 1. The decree is said to be prompted more by political than by religious motives.

PROSPECT of a bumper crop of grain throughout Russia has postponed for a year at least a solution of the Soviet farm problem.

AMERICANS who visit England slander their own country outrageously, says Rev. Joseph Shepherd, pastor of the Islington Chapel, London, who has just returned from a tour of northeastern United States. "According to them, New York is a city where the people have no time for manners in their grab for gold. Their police are moody mandarins who swagger along the streets with revolvers dangling at their sides, swinging their batons and ready to use them if you do not fling yourself into the whirlwind of hustle."

THE BOOTLEGGER is the spider in the centre of the American web of crime. This is the conclusion reached independently by Silas H. Strawn, president of the American Bar Association and chief of the organization's section of Criminal Law and Criminology. Among the causes of crime he gave are: The increase and development of transportation making "get aways" easy; vastly increased wealth of criminal classes enabling them to buy fast motors and expensive firearms; organized crime; delay in arrest and punishment; indifference of our best citizens; unrestricted traffic in firearms.

UNLOCKING the vast stores of atomic energy must remain a twentieth century alchemists' dream for a while, if results of researches at the Physico-Technical Institute of Germany are substantiated. It requires too much bombardment to crack an atom. According to quantitative measurements made at the institute, the demolition of a single atom of aluminum or magnesium requires on an average one million alpha particles, or free electrons. For the destruction of one boron atom 100,000 alpha particles suffice.

BULGARIAN farmers bought from their government 18,000 iron plows, harrows, drills and cultivators last year. This year it is expected that the government will sell 32,000 such implements on the same liberal terms, giving the villagers three years in which to pay for them. It is said that more than half of the 900,000 plows used in Bulgaria are nothing but steel tipped wooden hooks on the end of poles pulled by oxen.

COMMUNIST PARTY in the United States has announced that it is carrying the red flag of "relentless revolution" from coast to coast and from the Canadian border down into the "solid South" this fall. They plan to utilize the campaign for dissemination of propaganda aimed at the eventual shattering of the present "capitalistic" form of government and establishment of "the Soviet Government of the United States," behind which they assert will stand the Red Army to enforce the directorship of the proletariat.

VOTES FOR WOMEN are contrary to the genius of the French race, says Theodore Jorand, eminent French sociologist, in a study of woman's suffrage recently awarded a prize by the French Academy of Moral and Political Sciences. "There can be no question that in a country like ours," he declares, "the introduction of politics into the home would increase the antagonism of the sexes, setting husband against wife."

The BOOK TABLE

LIP READING FOR THE DEAFENED CHILD. A Handbook for Teachers. By Agnes Stowell, University of California, Berkeley; Estelle E. Samuelson, New York League for the Hard of Hearing, and Ann Lehman, Public Evening School, 27, New York City. Cloth. 186 pages. New York: The Macmillan Company.

It seems incredible that this is the first adequate book for helpfulness to deafened children through helpfulness to the teachers of lip reading for deafened children.

It is more incredible that there has been so little knowledge of a class of children of whom there are three million in the United States. Most hard-of-hearing children lose much in school to which they are entitled and by which they might profit if they were early taught lip reading.

Agnes Stowell, a gifted woman, highly educated, with important professional experience, has selected for her major in educational work the promotion of the art of lip reading, and this book, in the making of which she has the skilful service of specialists, is her great contribution civically and patriotically, as well as professionally.

There is no phase of education that is more scientific than the teaching of lip reading, and there is no method book for teachers that is more scientific than is this book on "Lip Reading for the Deafened Child." It would be of inestimable service to any teacher of children who are learning to read.

Agnes Stowell and her associates are pioneers in a professional service which should have been rendered half a century ago, and they are as scientifically skilful as though their art had been practiced for half a century.

CORK SHIPS AND HOW TO MAKE THEM. By Peter Adams. Illustrated with Pen Drawings by Madeline Kroll. Cloth. 112 pages. New York: E. P. Dutton and Company.

"Achievement" is the slogan of education whether for health or wealth, for earning or learning, for goodness or greatness. The day of whittling for the sake of whittling, of whistling for the fun of whistling, "Learn to do by doing," has no present appeal unless the doing is worth doing. To be good and good for nothing has had its day, and now one is not good unless he is good for something.

To make a toy ship is no achievement unless it will float when it is made, and "Cork Ships and How to Make Them" is not only an achievement in making ships that will float, but it teaches a boy things that make him intelligent regarding a Yawl, a Catboat, a Sloop, a Schooner, a Barque, a Brig, a Full-Rigged Ship, a Marconi Rigged Ship, the Monitor, a Mediterranean Galley, a Venetian Ship, a Chinese Junk, a Viking Ship, a Greek Ship, a Roman Ship, a Phoenician Ship, and other varieties because he has really made each of them, and has seen them afloat. If there is more achievement possible with the same effort, more fun in the achievement than in "Cork Ships and How to Make Them," we would like to see the book.

ELEMENTS OF RURAL SOCIOLOGY. By Newel Leroy Sims, Oberlin College. Crowell's Social Science Series. Edited by Seba Eldridge, University of Kansas. Cloth. Illustrated. 700 pages. New York: Thomas Y. Crowell Company.

The Thomas Y. Crowell Company that has made a notable success of many lines of publication appears to be magnifying their appeal to school libraries, to teachers, and often to classroom use.

There can be no question but that the farmer is to be exploited as no other special class has ever been exploited, and it is highly interesting that a man with Dr. Sims's experience heroically faces the problems which are so confused just now. A professor of Oberlin College of itself has significance. He was born in Indiana fifty years ago and spent his boyhood and youth on a farm in Northern Indiana in days of social, industrial and political changes, and was in his teens when Coxey's Army of distress was marching on Washington, when Populism, free silver and everything of the kind was appealing to the farmers of the Middle West. He graduated at a small college in Indiana, then from the University of Kentucky when he was twenty-seven years of age, earned a master's degree at Columbia at thirty-two, and a doctor's degree at thirty-four years of age. He was head of the department of sociology in the State University of Florida for six years; on the summer school faculty of Columbia University, on the faculty of Massachusetts Agricultural College, and has been at the head of the department of sociology, Oberlin College, since 1924. We know of no one who has had anything approaching Dr. Sims's academic preparation and professional experience as a preparation for writing upon this subject in 1928.

GEORGE EDWIN HORR. A Biographical Memoir. By Howard B. Grose, New York. Published for Private Circulation.

Those who knew George Edwin Horr as did the editor of the Journal of Education will welcome this account of his life most heartily. We knew him most intimately in 1889-91, during his pastorate in Charlestown, and we knew him in a relationship which even Mr. Grose probably never knew.

We assumed the editorship and presidency of the Boston Evening Traveler at a more critical time in its history than we dreamed of. We had been an editorial writer for "The Traveler" for several years, in the days when Roland Worthington made it a power in Boston politics. It had passed into hands that jeopardized it, and Mr. Worthington wanted me to take it in hand, financially and editorially. In the months that we continued this responsibility George Edwin Horr was our chief editorial writer from the outside. We have never had a more satisfactory association with any one than with Dr. Horr in those critical years of religio-civic activity in Massachusetts. He never made a mistake in judgment, never jeopardized the paper by fanatical zeal or by injudicious traditionalism. The friendship of these years was enjoyed to the end.

Books Received

"Anales de Instruccion Primaria," April and June, 1928.—"Unfanger Deutch." By Jacob Wilhelm Heyd.—"Speed Toys for Boys." By A. J. LaBerge. Milwaukee: The Bruce Publishing Company.

"Our Cereal Grains." By Nellie B. Allen.—"Commercial and Industrial Geography." By Albert Galloway Keller and Avard Longley Bishop. Boston: Ginn and Company.

"Stories of Western Pioneers." By Herbert Bashford. — "The Modern School Readers." Books Five and Six. By Ruth Thompson and Harry Bruce Wilson. San Francisco: Harr Wagner Publishing Company.

"Plane Geometry." By John P. McCormack. New York: D. Appleton and Company.

"Appendix to First Grade Manual for the Child's Own Way Series." Chicago: Wheeler Publishing Company.

"The Development of Children's Number Ideas in the Primary Grades." By William A. Brownell.—"'Old' Jim Bridger on the Moccasin Trail." By Edwin L. Sabin. New York: Thomas Y. Crowell Company.

"Latin Grammar." By Herbert Charles Elmer. New York: The Macmillan Company.

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GRINS BETWEEN GRINDS

On a New Level!

Little Earl had reached the advanced age of three and was about to discard rompers for more manly knickers. His mother determined to make the occasion memorable, so when he came down to breakfast the first morning, wearing his new knickers, the breakfast table was loaded with dainties.

"Now, Earl," said his proud mother, "you are a little man."

Earl was in the seventh heaven of joy. Edging closer to his mother, he whispered: "Say, ma, can I call pa 'Bill' now?"—Girlhood Days.

50-50

"Half the City Council Are Crooks," was the glaring headline.

A retraction in full was demanded of the editor under penalty of arrest.

Next afternoon the headline read: "Half the City Council Aren't Crooks."—The Forum.

He Dried Up His Visions

With swift, decided strokes the artist painted in the colored clouds of evening sunset.

Presently he noticed an aged rustic gazing sombrely at the result of his labors.

"Ah," said the painter, "perhaps you, too, can read the sky pictures, friend? Perhaps you have seen the lambent flame of dawn leaping across the livid east, the red-stained sulphurous islets floating in a lake of fire?"

"No," replied the rustic shortly. "I haven't—not since I signed the pledge."

Missed Nothing

He and she arrived in the fifth inning.

He (to a fan)—"What's the score?"

Fan—"Nothing to nothing."

She—"Goody! We haven't missed a thing!"—Illinois Siren.

Already Converted

Housewife (interviewing prospective help)—"I may tell you that we are vegetarians."

Country girl (anxious to get the job)—"I've attended that church all me life, mum."

Thinking of the Cost

"There ought to be only one head to every family," declared the earnest speaker in the club.

"That's true," agreed a worried-looking man, standing by the mantelshelf making figures on a piece of paper.

"You agree, do you?" asked the first man, with a smile.

"Indeed I do," was the answer. "I've just paid for hats for nine daughters."—London Answers.

Confusing

Blonde—"I can't find a single pin. Where do they all go to, anyway?"

Matty—"It's hard to tell, because they're pointed in one direction and they're headed in another."—New York Central Magazine.

Information Bureau

A worried-looking patron entered the spooky-atmosphere establishment of a fortune-teller.

"Do you guarantee that I can talk with my dead wife?" he inquired.

"Absolutely," the seer promised.

"Then ask her where in Heaven's name she put my golf pants."—American Legion Monthly.

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A Proposed Achievement

William H. Ketler, city librarian, Camden, N. J., has certainly suggested an important achievement for young America in the following communication in the Evening Courier, Camden:—

We cannot put "old heads on young shoulders," and we should not try to do so. Personally, I enjoy watching our school boys and girls when they are happy, but in one phase of their fun, it seems to me, they are far behind the rest of civilized society, and that phase is their system of school and college "yells." Now, I want to be understood, right here, as not being opposed to "yells," and as not being opposed to trying to out-yell a rival school, but why not, boys and girls, yell something that will make a worthwhile impression on both yellers and listeners? Why not drop yells that, apart from school occasions, would make the yellers apparent candidates for attention at an idiot asylum? "Toddie," in the dear old story, "Helen's Babies," enjoyed a ridiculous song because it made him feel "good and nicey all over," but "Toddie" was only a baby. Our school boys and girls are more than that, and their natural hilarity could well find vent in intelligent and inspiring yells.

Instead of such a yell as "Hully gee! Who are we?" and so on, why not chant, in dignified way, a fine poetical quotation, some quotation that will make for your own dignity now, and benefit forever more, say such a quotation as this:—

"For the cause that lacks assistance,
The wrong that needs resistance,
For the future in the distance,
And the good that I can do!"

Add to that quotation a prolonged recital of the name of your school, and your hearers, to the last individual, would warmly applaud you.

Imagine your school in a procession, and getting off such a quotation, with all your lung power, and then imagine the school right behind you shouting:

"Let me live in a house by the side of the road,
Where the race of men go by,
The men who are good, and the men who are bad,
As good and as bad as I.
I would not sit in the scorner's seat,
Nor hurl the cynic's ban.
Let me live in a house by the side of the road,
And be a friend to man."

Then listen to the next school, in something like this:—

"Who misses or who wins the prize,
Go; lose or conquer as you can,
But if you fail or if you rise,
Be each, pray God, a gentleman!"

Think, for a moment, of the effect you will have upon your hearers, upon many to whom life has been a disappointment! You cannot fail to hearten them for another and successful effort. You will be a living battery of inspiration, smashing evil and discouraging thoughts all around you. You will dignify the cause of education; you will advance yourselves mentally and spiritually, and you will usher in a better day for all mankind! The result is as certain as that the universe is ruled by thought, by the Divine mind. For, like prayer, more things are wrought by earnest thought than our philosophies and statecraft dream of.

Will you do it, boys and girls? There are thousands of suitable quotations in the books in the public libraries.

I Am——?

A tiny seed that produces wonderful fruit.

I am such a simple little thing that many people never take the trouble to use me.

I am an important factor in winning success, yet the majority of people have no idea of my value.

I act like lubricating oil on human machinery and make the wheels of life run smoother.

I give grace and sweetness to social intercourse and am constantly used by the well-bred.

I send customers away from banks, shops, restaurants, and markets with a good taste in their mouth, so that they feel like coming again.

My spirit is to please, to help, to make life sweeter, to take the sting from hard things, to appreciate all right effort.

I am like the sunbeam which brings brightness, warmth, courage, cheer into many a discouraged heart.

I am used in the most successful commercial establishments, wherever anything is sold, whether the transaction amounts to a million dollars or only a nickel.

I am the tiny wedge that has opened the door of opportunity to many a poor boy who had no one to give him a helping hand.

The use of me marks the difference between the boor and the gentleman, between the kindly, gracious soul and the crabbed grouch.

I AM "THANK YOU."

—O. S. M., in New Success.

Meetings To Be Held

OCTOBER.

14-17: Missouri State Teachers Association, Kansas City, Missouri. President, Eugene Fair, Kirksville, Missouri; secretary, E. M. Carter, Columbia, Missouri.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula: Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

18-19: Southwestern Indiana Teachers Association, Evansville, Indiana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joliet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington: Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

25-27: West Tennessee Education Association, O. H. Jones, West Tennessee State Teachers College, Normal, Tennessee.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keoku. Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

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